

OVERVIEW OF LDC

Unlike mathematics, secondary literacy is not a discipline. It is “homeless” in that it belongs to everyone and no one. Literacy is used in secondary classrooms, but it is not taught in a systematic way. Prior attempts to teach secondary literacy focused on the strategy of reading and writing across the curriculum. In this design, educators first laid out course content, then attempted to layer literacy strategies on top of content, all too often in a haphazard way.

The Literacy Design Collaborative (LDC) flips this strategy on its head, laying out the literacy design first and then adding content on top of a solid literacy foundation. LDC merges literacy with content as a “both-and” strategy, supporting coherence in both systems rather than just one. The goal is to establish an aligned system for teaching literacy that supports college-ready literacy across core disciplines, a formative system that will work in grades 6-12, or up to the college ready cut point.

There are three main components to the LDC system:

1. **Template tasks** are the beginning point for the LDC strategy. They are the building blocks for formative assignments and classroom-level assessments.
2. **Template modules** add instruction to a single template task. The module is designed for approximately 2-3 weeks of instruction using an “instructional ladder” to organize instruction.
3. **Courses grounded** in college-preparatory literacy instruction form the ultimate goal of the LDC system. Modules can be used in two main ways: 1) as building blocks to create new courses, and 2) as options pushed into existing courses.

While the LDC framework provides a solid foundation for building quality secondary literacy instruction, it is not a scalable product. A larger group of LDC partners will build on the framework to design and implement literacy-saturated secondary instruction aligned to the common core and distributed across core disciplines. LDC partners will ultimately determine how the framework will be used.

LDC TEMPLATE TASKS

The focus of this pamphlet is on “template tasks,” the centerpiece of the LDC strategy. LDC template tasks form the spine of high-quality classroom assignments and aligned assessments through the use of sets of quality, content-to-be-added prompts.

All LDC tasks require students to:

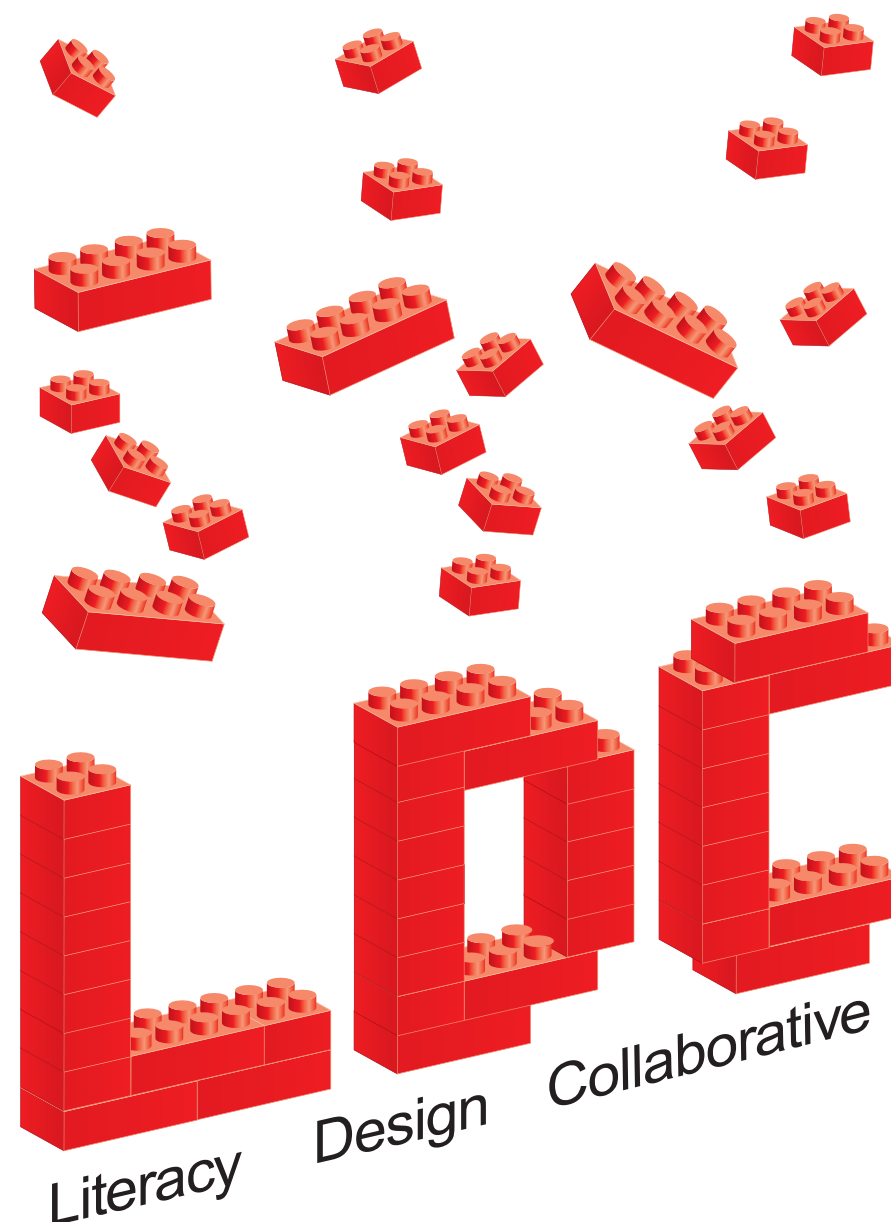
1. **Read**, analyze, and comprehend texts as specified by the common core
2. **Write** products as specified by the common core (focusing on persuasion, informational/explanatory, and narrative)
3. **Apply common core literacy standards to content** (ELA, social studies, and/or science)

They are designed to ensure that students receive literacy and content instruction in rigorous academic reading and writing tasks that prepare them for success in college by the end of their high school career.

Each LDC template task includes the following components:

- **Template prompt.** Is a shell statement that allows teachers to fill-in-the-blanks with content and type of product and charges students with a task – what students should do and what product they should produce.
- **Scoring rubric.** Describes and connects demands and qualities established by the common core standards with the student product.
- **Student work.** Clarifies expectations and calibrates the larger system. (To be added, because the tasks must be taught in order to generate student work samples and calibrate expectations).

The LDC strategy is to help develop a focused collection of top quality template tasks that can be used in a wide variety of ways – across grades, content areas and state/district lines. The focus of LDC is on working with a set of experts to identify a very strong initial collection to jump start LDC work.



The **LITERACY DESIGN COLLABORATIVE** is a totally new way of thinking about and preparing all students to have the literacy skills they need to be college/career ready. It is not a program. It is not a random selection of curriculum ideas. It is a literacy framework that connects common core standards with secondary ELA, social studies and science classrooms.

LDC TEMPLATE TASKS

Reading

The following charts lay out potential text types (genre) that can be inserted into template tasks. There are two main text types:

LITERATURE

Fiction	Or substitute: adventure stories, historical fiction, mysteries, fantasy, science fiction, realistic fiction, allegories, parodies, satire, graphic novels
Drama	Or substitute: One-act and multiple-act plays (both in written form and in film)
Poetry	Or substitute: narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, epics
Folk literature	Or substitute: myths, fables, fairy tales, legends, folktales, tall tales

INFORMATIONAL TEXTS

Non-fiction	Or substitute: Textbooks/academic texts/ articles; Journal/newspaper/magazine articles; Scientific/historical sources; primary source documents; guides/manuals; Scientific/technical/business articles/ documents; political articles/documents; speeches
Narrative	Or substitute: accounts, opinions, interviews/memoirs, biographies, speeches
Reference books	Or substitute: encyclopedias, dictionaries, thesauruses, atlases, almanacs, guides, how-to books
Other	Or substitute: video, digital text, graphical information (e.g. pictures, videos, maps, time lines), simulations

Thinking

TEMPLATE TASK 1

After researching _____ (informational texts) on _____ (content), write an _____ (essay or substitute) that argues your position, pro or con, on _____ (content). Support your position with evidence from your reading. L2 Be sure to examine competing views. L3 Give examples from past or current events or issues to illustrate and clarify your position. (Argumentative/Analysis L1, L2, L3):

EXAMPLE(S)

Task 1 SS (Argumentative/Analysis L1, L2, L3): After researching academic articles on social networking, write an editorial that argues your position, pro or con, on the use of filters by schools. Support your position with evidence from your reading. Be sure to examine competing views. Give examples from past or current events or issues to illustrate and clarify your position.

Task 1 SCI (Argumentative/Analysis L1, L2): After researching technical and academic articles on the use of pesticides in agriculture, write a speech that argues your position, pro or con, on its use in managing crop production. Support your position with evidence from your reading. Be sure to examine competing views.

TEMPLATE TASK 2

[Insert essential question.] After reading _____ (literature or informational texts), write an _____ (essay or substitute) that addresses the question and support your position with evidence from the text(s) you read. L2 Be sure to examine competing views. L3 Give examples from past or current events or issues to illustrate and clarify your position. (Argumentative/Analysis L1, L2, L3):

EXAMPLE(S)

Task 2 ELA (Argumentative/Analysis L1): Would you recommend science fiction for a middle school reader? After reading *A Wrinkle in Time*, write a review that addresses the question and support your position with evidence from the text you read.

Writing

Students are asked to write products established as essential for college readiness by the common core standards, products that persuade, inform, explain, or narrate.

Essay	Or substitute: review, article, editorial, speech, proposal
Report	Or substitute: article, lab report, manual
Narrative	Or substitute: article, account, biography, play/script

Content

Teachers are asked to insert content that cuts across reading, analysis, and writing experiences using content expectations established by state, district and school policies and practices. As placeholder for local, discipline-specific decisions, we use “topics, issues, themes, and concepts” – the body of knowledge involved in a discipline – that students are expected to learn during a course of study.

Topic	Such as: the westward movement of the 1800’s
Issue	Such as: the impact of the westward movement on Native Americans
Theme	Such as: “rugged individualism” as an uniquely American theme in folklore
Concept	Such as: “manifest destiny”